

The Impact of Teachers' Personality on Senior High School EFL Learners' General English Achievement

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Abstract— The present study focused on the effects of teachers' personality on general English Test (GET) achievement among Iranian EFL senior high school students. This study was conducted with the help of 30 male English teachers and 60 male students as its participants. At first, thirty teachers were non-randomly selected among 50 EFL teachers. A questionnaire of Myers-Briggs Type Indicator (1998) was given to the English teachers of a district of Ahvaz as the population of the study to determine the extroverted and introverted ones. The questionnaire determined 15 teachers were introverted and 15 were extroverted among the research population. It should be noted that fifteen high schools of Ahvaz were non-randomly selected (i.e., from each High school two English teachers and four students) to collect the required data. Moreover, the students' English achievement scores on the first GET test and the second one at the beginning and at the end of the fall semester in 2014 were collected. Data were analyzed through SPSS software, version 17 regarding the questionnaire and students' scores in both exams. The results of the descriptive, Mann Whitney U test and Wilcoxon signed test showed that the students with extroverted teachers are more significantly outperformed the students with introverted teachers ($p < 0.05$). The results of this study may help the EFL practitioners consider the teachers' personality as vital criteria which could affect students' language learning.

Keywords— Personality, Extroversion, Introversion, General English achievement.

I. INTRODUCTION

1.1 Preliminaries

Teaching is a reflection of teachers' personality that affects all aspect of learning and teaching, as sources of interest and energy play a crucial role in learning L2. Polk (2006)

mentioned that teachers' accomplishment is affected by their personal individuality; and what teachers do and believe will influence their students' progress. Furthermore, teachers' personality does have an influential effect on the achievement of many educational goals that have been the focus of many studies. Among a number of personality variables in predicting English language proficiency, extroversion /introversion dichotomy has been extensively studied than other personality traits. Extraverts are characterized as sociable, active, risk taking impulsive, expressive and they are the people who enjoy participating in groups while introverts tend to be quiet, introspective and reserved except to intimate friends (Eysenck & Eysenck, 1975).

There is a considerable amount of research in educational literature to support the view that teachers have a significant impact on students' learning and achievement (Sadeghi & Nikou, 2012). Surprisingly, however, the effects of teachers' characteristics on students' communication proficiency in the context of English learning and acquisition have not received much attention among scholars (Borg, 2007). However, as Akbari and Allvar (2010) state that as far as we know, "little if any empirical evidence exists to enable us to determine which set of English as a foreign language (EFL) teachers' characteristics correlates with positive students' learning outcomes" (p. 1).

Research into the nature of language learning and teaching has highlighted the role of personality factors in these processes. Recent studies in the field of language learning and teaching, psychology, and psycholinguistics point out that many learning style theories, teaching activities and learning activities are linked to personality (Hohn, 1995). The systematic study of the role of personality in second language acquisition can lead to a better perception of language learning processes and the development of

effective teaching methods. In recent years, although learners' personality types have been investigated in order to find solutions to the perplexing problems in teaching and learning, there are not many contributions which have been made to language teachers' personality types (Brown, 2003). It is reasonable for teachers to expect students to display a certain level of English proficiency at the end of the course, but this is only one of the goals of learning. Rather, the interactive or interpersonal qualities of the teacher and environment that inspire students' engagement create actual meaning to the whole teaching-learning exercise (Akbari & Allvar, 2010).

Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. Research supports this notion that a good teacher does actions to play his part in the classroom and require effective and efficient competency in teaching EFL (Markley, 2004). Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence the students' outcomes (Rockoff, 2004).

Ali (2009) observes that there was statistically significant relationship between teachers' characteristics and students' academic achievement. Olaleye (2011) establishes that there was a relationship between teachers' characteristics and pupils' performance. Akinsolu (2010) asserts that the availability of qualified teachers determined the performance of students in schools. This, therefore, meant that teachers' attitude directly affected students' attitudes. On teachers' personality, Adu and Olatundun (2007) contend that teachers' characteristics are strong determinants of students' performance in the secondary schools. The important role of the teachers in the learning is unquestionable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without them their influence may not be reflected in their students' performance. Students are able to make a connection between what is taught in school and its application in problem solving in real life, and why the teacher has to be effective in their teaching. Due to the needs of improving the teaching profession, this study focuses on how teachers' personality may influence their teaching effectiveness. By understanding the relationships between the personality of teachers and their teaching effectiveness, it would help to identify which personality influences their teaching effectiveness. Therefore, they may use or select the best teaching method that suits their personality to make their teaching effective. The effective teaching is also dependent on how the teacher selects the teaching methods. Fauziah and Agamuthu (2005), state that it is important to select appropriate teaching

methods which determine the effectiveness and quality of teaching. It means that the suitability between personality and teaching method selection will lead to the achievement of teaching effectiveness.

The information, skills and habits a student receives during the primary school years through interaction with his environment has great influence on his future educational life. Therefore, a student has to be provided with appropriate educational environment by allowing a classroom atmosphere to encourage their personal development. In such an atmosphere, the personality and behaviors of a teacher are vital elements (Rock off, 2004).

Every student should be able to improve and recognize himself, and gain social skills in this appropriate learning environment. In all the pedagogical activities, the individual traits of every student must be included, their self-confidence must be improved, and they should be helped to accept that there will always be different ideas. Teachers who direct these mutual reactions are said to have vital impact on the learning of the students and this impact is shaped with the personalities of the teachers (Ali, 2007). In this regard, the teacher reflects the personality into the classroom environment which affects his teaching and directive academic behavior. This developmental perspective might involve positive concepts that teachers form in the personalities of the students. However, these high concepts of personality are tend to be less positive and more varied as the teachers grow up, because the personality of the students can be more adaptable to outer markers and might yield to interaction. Thus, the academic personality of a student becomes predictable in his academic success (Guay, March, & Bavin, 2003).

Teachers have been known to have important influence on students' academic achievement and they also play a crucial role in their educational attainment because the teacher is ultimately responsible for performing educational policies and principles actions based on appropriate practice during interaction with the students (Afe, 2001). Both teaching and learning depend on the effective teacher who has been conceptualized as the one that may produce desired results in the course of his duty as a teacher (Uchefuna, 2001).

In many countries of the world, (e.g., china, Malaysia & Japan) where English is learned as a foreign language, university students are obliged to pass a certain number of English courses as academic requirements. General English Test (GET) is prerequisite for Special English courses which are needed by university students. In Iran, GET is characterized by a commitment to pass three credits in a domain-specific fashion in which a reading-based course

skill is the only skill which is taught. GE courses essentially consist of semi-specific texts designed for students aiming to gain expertise in different academic fields. However, the extent to which these courses are resulted in the optimal learning output has been partially examined by several researchers (e.g., Ghonsooly & Pishghadam, 2008). Most of the studies (e.g., Golparvar, 2014) in this area have leveled criticism on the textual and instructional objectives of GE courses and have remained vital to learners' characteristics as a relevant and indispensable factor in GE achievement.

1.2 Statement of the Problem

The quality of education depends on the ability, hard work, personality and behavior of the instructors and teachers, many teachers have under-estimated the impact of their behavior and personality on students' general English achievement. Teachers are considered the most crucial factor in implementing all instructional purposes and students' achievement is tied into the teachers' capability. Teachers, therefore, need to be aware that their personality has a paramount role in improving students' achievement and their general English achievement. It is imperative to determine the relationship between teachers' personality and students' general English achievement in any educational system. On the other hand, there has been little research with regard to the link between teachers' personality and learners' general English achievement. The researcher will conduct a study in this area and he hopes that the findings of such a study will significantly contribute to inform teachers to know that their personality will influence the general English achievement of the students.

All these strategies are planned for the purpose of improving the teaching methods. However, most of the emphases are not focused on personality which in many studies, it was proven that personality is one of the factors in improving the teaching effectiveness. However, the problems may arise on how to identify the personality dimension of teacher based on: Is there any relationship between personality and teaching effectiveness and how it influences their teaching effectiveness?

In Iranian educational system, there are many reasons which may affect the students' academic achievement. The researcher aimed to measure if teachers' personalities have any effects on students' general English achievement.

1.3 Objectives and significance of the Study

This study is primarily designed to discover the effect of teachers' personality on the EFL learners' general English achievement at the pre-intermediate level. A study of this

kind can possibly uncover valuable information to aid teachers in improving their personality to enhance the students' general English achievement.

The objective of this study is to examine the impact of teachers' personality on senior high school EFL learners' general English achievement. Moreover, the objective of this study was also to examine how the teachers' personality can influence their teaching effectiveness.

The study may be significant if it directly deals with helping teachers to recognize the importance of their personality role in enhancing students' achievement and general English achievement. Although there are other factors (e.g., sex, attitude, motivation, etc.) which contribute to the achievement of the students, English teachers need to be cognizant of the fact that their personality will have positive and negative effects on the achievements of their students.

This study may be significant since it would help teachers to think of their personality, achieve more skills, or succeed in teaching English as a foreign language (EFL). It could reveal some of information on the teachers' personality and teaching method and their effects on students who learn EFL. It may be helpful for formulating different teaching strategies to overcome the students' problems. This research may pave the way for future research studies in the same field. Furthermore, findings of this study would greatly benefit the Ministry of Education in primary and secondary schools.

The teachers may know themselves to integrate their personality strength to make their teaching techniques more effective needed in achieving the educational development as well as achieving their own pedagogical goals.

1.4 Research Questions and Null Hypotheses

This study attempts to answer the following questions:

RQ1. Does the students' general English achievement enhance with extroverted English teachers?

RQ2. Does the students' general English achievement enhance with introverted English teachers?

RQ3. Is there any significant difference between the students who are taught by extroverted or introverted English teachers?

The present study proposes the following null hypotheses based on the above research questions:

HO 1. The students' general English achievement does not enhance with extroverted English teachers.

HO 2. The students' general English achievement does not enhance with introverted English teachers.

HO 3. There is not any significant difference between the students who are taught by extroverted or introverted English teachers.

II. REVIEW OF THE LITERATURE

Personality comes from the Latin word "charm", which means mask, face shield or even a sound (personae). The purpose of this refers to the outward appearance of an individual. According to psychologists (e.g., Binti, 2014) personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habits and so on. Mischel (1999) stated the concept of personality as the dynamic organization psychophysical systems that determine individual's behavior and thinking. In everyday life, we cannot deny the fact that we are too hard to realize ourselves to be fully human perfection. We can only make ourselves as fully functional human beings. This does not mean we do not have a blemish because humans' instinct and nature supplied complacent (Sidek, 2005). According to Pervin and John (2001), "personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings" (as cited in Dornyei, 2005, P.10). Personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems (Mayer, 2007).

Emphasizing this aspect of personality, can we assume that individuals will control themselves if provided the right environment? Man will develop maximum potential easily and will feel disconnected from feeling anxious and will be able to adapt in line with the demands of society. Eysenck and Cookson (1961) have made a study of students in primary schools in Staffordshire, and they found that students who have high intelligence is extrovert. In another study Johnson (1997) also found that there was as a significant correlation between personality factors and academic achievement. However, the researcher's opinion is denied by Williams (1997), who has shown that gifted students consists of students who are introvert, where they are more likely to study alone than learning in groups.

The academic achievement is influenced by various factors. Among the factors is the factor of self, friends, family and students' environment, where these factors are contained in the students' personality (Bonyamin, 2006). When we reflect on one's personality with someone else then it will be the difference. According to Engler (2009), this difference arises as a result of environmental factors and genetic factors. In addition, there is a contradiction between the notions of personality theorists. Some argue that personality is formed as a result of genetic factors and some others feel due to environmental factors (Robbins, Trzesniewski, Tracy, Gosling, & Potter 2002).

The successful use of a teacher's personality is vital in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). The teacher whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn is said to have an enviable teaching personality (Callahan, 1966). Dornyei (2005) believed that personality variables are important factors both in revealing humans' behavior and in learning and academic achievement. According to this idea, personality can be considered as an important and determining factor in language learning and teaching. This idea is endorsed by lots of academic research Iranian EFL teachers' major personality types and teaching attitudes.

The personality theory of Jung (1971) assumes that people are dissimilar from each other in realistic types consisting of pairs of opposites. The first pair describes the way people gain their energy. Some people are thrilled by interacting with others and are tuned to the outer world of measures. Others are more thoughtful with the inner self and are thrilled by their own judgment and thoughts. These two boundaries are termed Extraversion (E) and Introversion (I). The second pair in Jung's theory relates to the way individuals recognize and acquire information. These avenues of gaining are termed Sensing (S) and Intuition (N). Individual's principal in the Sensing direction carefully examines information and employ all of their senses in their investigations. They are reality based and are thorough in investigative the data they have carefully collected. Individuals who are spontaneous (N's) rely on their instincts and trust their "sixth sense" to collect information. Two modes of decision and methods of reaching decisions are labeled Thinking (T) and Feeling (F). Thinkers are objective, logical and reasonable, and consider data in reaching conclusions. They are able to suspend their personal feelings when they logically resolve a dilemma. In contrast, feelers are subjective and thoughtful of sentimental outcomes to precise situation. Feelers consider how their decisions will crash others. Myers and Briggs (1987) elaborated on Jung's theory by adding the Judgment/ Perception polarities. These functions indicate the mode in which people act together with the environment. Judges (J) prefer an organized and stable environment, and strive to regulate and manage their lives. Whereas, Perceivers (P) are elastic and impulsive and favor to stay open to opportunities as they unfold.

The view "good teachers are born, not made" is opposing to both the wide range of personalities observed among

efficient teachers and the acknowledgement that specialized knowledge, skills, and attitudes are acquired for efficient teaching. While "personality" characteristics can persuade perceptions of effective teaching and may guide to individual preferences for teaching and learning, the essential qualities connected with effective teaching are acquired, refined, and transformed over a teaching career (Forster, 2013).

The above mentioned literature related to teacher's personality and its importance suggested that a lot of research has been conducted to investigate the personality traits of pre-service and in-service teachers, but unfortunately no specific research has been conducted in Iran. Especially, no study has been conducted to measure the personality traits of prospective teachers in teachers' education High schools of Iran. This study may help the deficiency of research in this specific area (Sadeghi & Nikou, 2012).

The notion of extroversion/ introversion stems from trait theories of personality developed in psychology. Trait theorists try to identify this in a human being's personality that is relatively stable, and it is believed, at least partly innate. The majority of studies on the personality research in SLA have looked at the relationship between the extroversion-introversion dimension of personality and different linguistic variables. Extroversion and Introversion are used to gauge two styles. Of course, everyone is extroverted or introverted in some degree, but not in the same degree. Extrovert characters tend to be gregarious, while the introverted tend to be private. The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon himself or herself. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982).

Goldberg (1993) mentioned that BFM has received extensive empirical support and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples and context. Mount and Barrick (1991) mentioned that it appears that many personality psychologists have reached a consensus that five personalities constructs, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality. This study prefers to use the Big Five Model because it widely used to measure personality.

According to Paunonen and Ashton (2001), the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientious have been studied extensively and have been associated with a variety of work, attitude and behavior. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distills a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is widely used and suitable to use in any research. According to Harris and Fleming (2005), the Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual. According to the Five Factor Model there are five types of personality:

a) Extroversion: According to Eysenck (1986), extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. However, Costa and McCrae (1992) stated that extroverts are gregarious, assertive, activity and excitement-seeking. It is similar with Mount and Barrick (1991) who mentioned that extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious.

b) Agreeableness: According to Costa and McCrae (1992), agreeableness is associated with the need for intimacy, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals who are high in agreeableness are trusting, cooperative, altruistic, and compliant and moved by others. However, (Graziano, Jensen-Campbell, & Hair, 1996) mentioned that individuals who are high in agreeable may generate more positive attributions to other provocative behavior than low-agreeable persons in their pursuit of harmonious relations. According to Harris and Fleming (2005), agreeableness is related to pro-social motives, aimed at seeking good outcomes for oneself as well as for other group members.

c) Conscientiousness: Barrick and Mount (1991) mentioned that conscientious individuals have been characterized as dependable, responsible, hard-working, self-disciplined, persistent and organized. Similarly, with Costa and McCrae (1992) who mentioned that conscientious people value duty, competence, self-discipline and achievement. Moreover, Costa and McCrae (1992) also mentioned that conscientiousness consist of the specifics traits of

competence, order, dutifulness, achievement striving, self-discipline and deliberation.

d) Neuroticism: Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. According to Watson and Clark (1997), negative affect is defined as a propensity to view the world in a negative emotional state. Similarly, Levin and Stokes (1989) mentioned that individuals who are high in negative affect tend to focus on the negative aspects of their own and other people. George (1996) also stated the same view which individuals who are high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them.

e) Openness: According to Costa and McCrae (1992), openness to experience is related to active imagination, aesthetic sensitivity, and attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Costa and McCrae (1992) also stated that high openness employees seek challenging and interesting work and would expect the organization to satisfy this need. People who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Similar with Judge and Bono (2000) who mentioned that open individuals are also at time better able to understand and adapt to new perspectives.

The students' performance in an academic institution is a topic of great practical concern to teachers and parents, and of great theoretical concern to researchers. Educational outcomes have been regarded as a function of two characteristics, skill and will and these must be considered separately because possessing the will alone may not insure success if the skill is lacking (McCombs & Marzano, 1990). The teacher's personality and style of interaction with the students has been reported to be a very crucial variable in students' achievement. Murray and Staebler (1974) reported that teachers' score on Locus of control was directly related with students' achievements. Hsu (1983) found that teachers who are successful in creating a climate of warmth and support can extract greater pupil achievement. Adjustment in school, at home and with peers generates greater classroom trust. Stake and Norman (1985) reported that teachers' attraction was positively associated with academic growth, confidence and motivation. But this was true only for students with same sex teachers' models. Among students with opposite sex models, teachers' attraction was not related to students' growth. Marshall and Weinstein (1986) reported that teacher's communication patterns, and his differential

treatment to students as perceived by students was very important determiners of students' achievement.

Review of personality characteristics with academic success reveals that, there is not simple straightforward relationship between personality and achievement as there are other relevant intervening variables like teaching strategies, age, sex and arousal level of the learner etc. When teachers, and researchers wanted to discover the reasons for the superior achievement of introverts, a few facts emerged which can be useful in enhancing the academic achievement of extroverts also. It was felt that the low achievement of extroverts could be due to their low arousal, which makes it difficult for them to maintain concentration for long periods that required for successful academic study. Hanushek (1992) estimated that the difference between having a good teacher and having a bad teacher can exceed 8th grade-level equivalent in annual achievement growth. Further, he contend that lower achieving students are the most likely to benefit from increases in teachers' effectiveness.

Garcia, Kupczynski, and Holland (2011) tried to determine if there was a significant relationship among tenth and eleventh graders' (secondary students) Texas Assessment of Knowledge and Skills (TAKS) scores due to teachers' personality styles. The study used the Big Five Inventory (BFI), to assess teachers' criterion referenced test. The study used two years' work of TAKS test scores for secondary students in grades ten and eleven. Secondary students' TAKS scores were compared to the teachers' BFI surveys to determine if there was a significant relationship to tenth and eleventh graders' TAKS scores due to the teacher's personality style. Results indicate that there is a significant difference among the academic excellence of secondary students based on teachers' personality style.

Alibakhshi (2011) investigated the impact of personality and gender on Iranian English teachers' teaching activities preferences and their teaching efficacy. To accomplish this, 280 male and female English language teachers participated in the study. Myers-Briggs Type Indicator (MBTI), teaching efficacy, and teaching activities preference questionnaires were used. To analyze the data, descriptive statistics and Two-way ANOVA tests were used. The results of the study showed that ESTJ (extroverted, sensing, thinking, and judging) and ISTJ (introverted, sensing, thinking, and judging) were predominant personality types among Iranian EFL teachers. Results also indicated that both male and female teachers with different personality types have the same sense of teaching efficacy. It was also revealed that gender and personality influence teachers' teaching activities preferences.

Khalid, Yasmin, and Azeem (2011) tried to identify the impact of teacher's background and teacher's behavior on students' learning. The present study is descriptive in nature. The data were collected from the wide variety of sources. Due to the financial constraints, it was delimited to two districts of Sahiwal division i.e., Pakpattan and Sahiwal. The population of the study comprised of 4746 teachers, 164876 students and 237 secondary and higher secondary schools in public sector in the division of Sahiwal. The present study aimed to explore the data about the teachers' background and their behavior on students' learning. In order to determine these variables, the researcher developed a questionnaire on the five point Likert scale. Supervisor and other educational experts were consulted during the development of instrument before the finalization and validation of questionnaire. Questionnaires were distributed among the students of two districts of Sahiwal division. The instrument of study revised through piloting the items the data were collected by researcher personally and with the help of brothers and friends. The data were analyzed by using SPSS version 16. Finally, 850 questionnaires were returned back to the respondents representing the sample of the study. It was survey type study. This is an in-depth study of students' learning in English subjects regarding the teachers' background and teachers' behavior. The study generated following major findings that majority of teachers follow text books while teaching; provide information other than text book, they regular and punctual, their style of teaching help the students in learning. These teachers are co-operative with their students but they did not ignore the mistakes of their students. However, they care about the emotions of students and give them moral training. Moreover the overall impact of teachers' behavior on students' learning was not significant.

Mall-Amiri and Nakhaie (2013) focused on the difference between English as a foreign language (EFL) introvert and extrovert learners regarding their reading and listening abilities. The study was conducted on 150 intermediate female EFL learners at Soodeh Language School and Kish Institute who participated and answered a PET test. The 108 homogeneous participants who scored one standard deviation reading and listening tasks, an independent t-test and a Mann-Whitney U test were run as the assumptions for a MANOVA were violated. The results indicated that introverts perform significantly better in listening tasks than extroverts. But in reading section there was no significant difference between the two groups of students.

Binti (2014) tried to determine the influence of personality on academic achievement and performance TVET

(Technical Vocational Education and Training) teaching graduate students. The study was conducted on TVET graduate students who have obtained academic achievement and teaching practice. This study was also conducted on 37 respondents using Ensyenk Junior Personality Inventory (JEPI). This study is purposive sampling. The data obtained will analyze using SPSS (Statistical Package for the Social Sciences). Descriptive statistics and Pearson used to analyze the relationship between academic achievement and personality performance TVET teaching graduate students. The mean value was calculated to determine the personality types of students between extroversion or neurotic personality types. Results indicated that the types of personality extroversion respondents were high in mean. The results also showed that there is a significant correlation between personality type and achievement academic or not. The study showed there was a significant relationship between personality and performance TVET teaching graduate students.

HemmatNezhad, Jahandar, and Khodabandehlou (2014) aimed at exploring the role of individual differences in terms of extraversion versus introversion on writing ability of EFL learners. Results showed that introverts had a tendency to lower level of extraversion, and the introverts obtained lower scores in extraversion trait (Eysenck & Eysenck, 1975). An additional aim was to find out whether there was a significant effect of gender differences' extraversion/introversion on their writing ability. Therefore, 80 male and female students were selected based on Oxford Placement Test (OPT) scores and Eysenck Personality Questionnaire (EPQ) among low intermediate participants in some English language institutes in Rasht, Iran. The study compared 40 extraverts and 40 introverts with their writing performance on a composition test. The collected data were analyzed by SPSS. Distribution of t was conducted for evaluating extraverts and introverts' writing with respect to their gender differences. The main finding was extraversion versus introversion has no significant impact on writing ability. Moreover, there was no significant effect of gender differences' extraverts/introverts on their writing proficiency. The results revealed that both extraverts and introverts have the capability to be proficient in writing skill.

Mall-Amiri and Simin Jalili (2015) tried to investigate the difference between extroverts and introvert EFL Teachers' classroom management. For this purpose, 30 extrovert and 30 introvert female teachers of Gatt Language Center (GLC) and Kish Language School in Tehran were chosen among 120 female teachers who filled in Eysenck Personality Inventory (EPI) and had more than three years of experience

in teaching English and were willing to take part in this study after a briefing session. Then each teacher's class was observed by the researcher two times with one or two-session gaps in between, and Murdoch's Checklist was used to score each teacher's ability in classroom management each time separately. The total score for each teacher's classroom management was calculated based on the mean of values given to the teacher by the researcher from two observations. To find out the significant difference between extrovert and introvert EFL teachers' classroom management, an independent sample t-test was carried out. This study revealed a significant difference between extrovert and introvert EFL teachers' classroom management. It is found out that extrovert EFL teachers are better than introvert teachers at managing adult EFL learners' classes.

III. METHOD

3.1 Participants

This study was conducted with the help of 30 male English teachers and 60 male students as its participants. Thirty teachers were selected among 50 EFL teachers; 15 introverts and 15 extroverts. Fifteen High schools of Ahvaz were selected; from each High school 2 English teachers and 4 students were non-randomly chosen to collect the required data. The teachers' age was different (26-50) and age range in students was usually 16-17 (Appendix A). It should be mentioned that students' level of proficiency was determined based on their scores of English exam.

3.2. Instrumentation

3.2.1 Myers-Briggs Type Indicator (MBTI)

To identify Teachers' personality types, the researchers administered the MBTI which is included eighty-seven items paper and pencil inventory with two- choices for each item (Appendix B). The Persian version of the questionnaire was translated and validated by Hosseini (2003). It was used in the current study to identify personality types and determine the personality profile of the participants. Moreover, it was also translated and validated by Iranian Corporation of Dynamic Tests new version of Myers- Briggs personality. The participants' responses to the items indicated their personality types. The internal consistency of the participants' scores on this instrument was calculated through Cronbach Alpha as 0.85.

3.2.2 The scores of First and Second exam in Senior High School

The other instrument which will be used to assess general English achievement of the students at the end of the research was the scores of senior high school in the first exam and the

second exam. The scores' reliability first and second exams was 0.79 and 0.86 respectively calculated through KR-21 formula.

3.3 Procedure

At first, 30 male English teachers and 60 male students were selected as participants. Thirty teachers were selected among 50 EFL teachers; 15 introverts and 15 extroverts. Fifteen High schools of Ahvaz were selected; from each High school two English teachers and four students were non- randomly chosen through stratified random sampling methods to collect the required data. It means that the researcher selected only male participants which were available to take part in this study. Then, in ten sessions the researcher gathered teachers and gave them the questionnaire which was provided by Myers and Briggs (Appendix B). The researcher distributed the questionnaire among the teachers. The questionnaire consisted of 87 multiple choice items which the teachers should selected the best choice based on their ideas and for every response one point was considered. There was no penalty for wrong answers and time allotted for answering the questionnaire was 45 minutes. The researcher had to go high schools several times because he many of English teachers were not available. Then the MBTI was administered to the teachers to identify their personality types (extroverted or introverted teachers). The researcher gave teachers the questionnaire in the version of Persian and wanted them to complete it. Finally, the researcher gathered the questionnaires and corrected them according to their instructions which determined teachers' personality. The reliability of the questionnaire was estimated by Cronbach Alpha as 0.85.

The next stage related to the first exam of the students at the beginning of the year. The students' first scores were obtained and analyzed from each school and then at the end fall semester the second scores of them were obtained at the end of the semester, 2014. The first exam consisted of 44 questions (Appendix C). Then the researcher compared the first scores with the scores of the second exam which consisted of (43) questions (Appendix D). The time allotted to the exams was 90 minutes. The reliability of first exam was $r=0.79$ and the reliability of second exam were 0.86. The whole research took place in a natural language school classroom circumstances. To motivate and encourage the subjects to pay enough attention and to play more active role in the research program, they were told that the purpose of the research was to show them that teachers' personality have any effect on students' general English achievement. The entire research project took place in six months.

3.4 Data Analysis Procedure

Data were tabulated, analyzed and interpreted according to the objectives of the study. The data were analyzed through descriptive and inferential statistics. After collecting the information from the questionnaires and the scores of the students, all data were analyzed through Wilcoxon signed ranks test and Mann Whitney U test be transfer into SPSS software version 17.

IV. RESULTS AND DISCUSSION

In this study, the software SPSS 17 was used. In statistical analysis, Descriptive statistics for basic information such as average, minimum and maximum values, and standard deviation of the data was used.

4.1 Descriptive Statistics

Table 4.1 offers basic information about the scores of the first exam and second exam of the students who were based on their extroverted and introverted teachers.

Table.4.1: Descriptive Statistics of Introverted vs. Extroverted Teachers' Scores

Teachers		N	Minimum	Maximum	Mean	Std. Deviation
Extrovert	Exam1	30	13.00	17.00	15.1000	1.28629
	Exam2	30	14.00	20.00	17.8667	1.48562
Introvert	Exam1	30	13.00	17.00	15.5333	1.25212
	Exam2	30	13.00	19.00	16.0000	1.81437

Table 4.1 shows the minimum score of 30 students with extroverted teachers at the first exam was 13 and the maximum score was 17. The mean of the scores was 15.10 and their standard deviation was 1.28. The minimum scores of these students in second exam were 14 and the maximum of the scores was 20. The mean of the scores was 17.86 and their standard deviation was 1.48. The minimum score of 30 students with introverted teachers at the first exam was 13 and the maximum score was 17. The mean of the scores was 15.53 and their standard deviation was 1.25. The minimum scores of these students in second exam were 13 and the

maximum of the scores was 19. The mean of the scores was 16 and their standard deviation was 1.81.

4.2 Mann-Whitney U Test

In this test we investigated the mean of the first scores with introvert and extrovert teachers. It is necessary to use non-parametric Mann-Whitney Test. The results of this test presented in Table 4.2 In this test, the null hypothesis implies equality of the Mean of the initial scores with introvert and extrovert teacher's scores and the opposite hypothesis suggests a significant difference.

Table.4.2: Mann-Whitney U Independent Test of the First exam

Teachers	N	Mean Rank	Sum of Ranks
Extrovert	30	37.16	1672.00
Introvert	30	39.27	1178.00
Total	60		
Mann-Whitney U		637.000	
Z		-.423	
Asymp. Sig.		.672	

Table 4.2 shows that the significance level is 0.627(sig. = 0.627) which is larger than 0.05 and the null hypotheses is accepted. Thus the difference between two groups' first exam is not significant. It means that students were at the same level in the first exam.

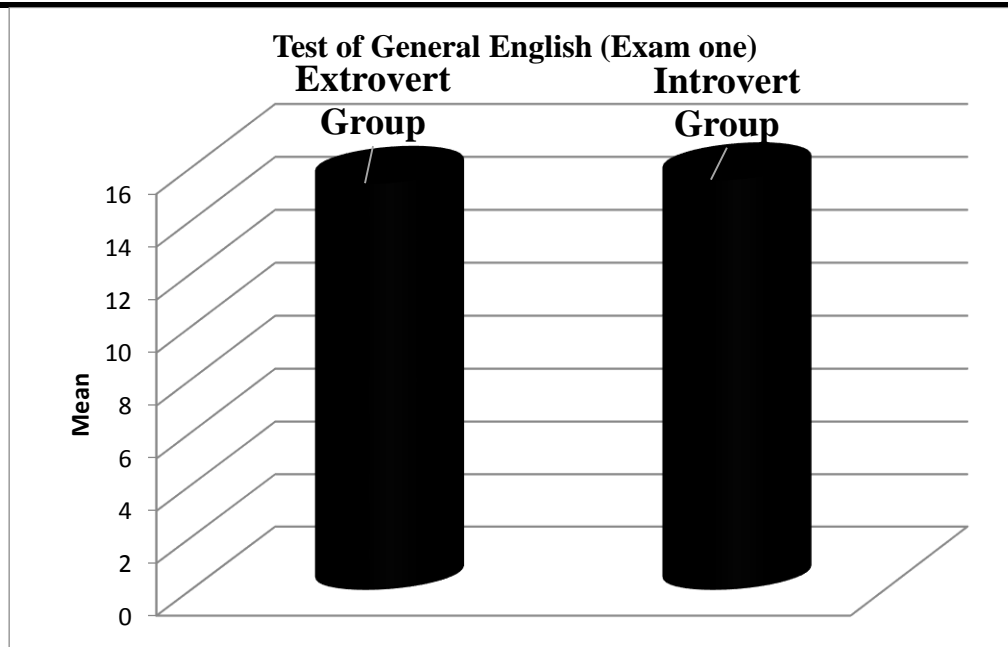


Fig.4.1: Extroverted vs. Introverted Teachers' Scores on the First Exam

Figure 4.1 shows the results of Table 4.2 as a graph which shows there is no significance difference between the exams of two groups.

Table.4.3: Mann-Whitney U Independent Test of the Second Exam

Teachers	N	Mean Rank	Sum of Ranks
Extrovert	30	46.30	2083.50
Introvert	30	25.55	766.50
Total	60		
Mann-Whitney U		301.500	
Z		-4.118	
Asymp. Sig.		.000	

Table 4.3 shows the mean rank of 30 student's extrovert teachers is 46.30 and the mean rank of 30 students with introvert teachers is 25.55. The statistic value of Mann-Whitney Test is 301.500 and the statistic value of Z is -4.118 with the significance level of 0.000 which is lower than 0.05 and the null hypothesis is rejected at level of ($p < 0.05$). It

means that the mean scores of the students in secondary exam with extrovert and introvert teachers have a significant difference and with regarded to mean ranks the researcher identified that the mean scores of the students in secondary exam with extrovert teachers are more significantly than the mean scores of students with introvert teachers.

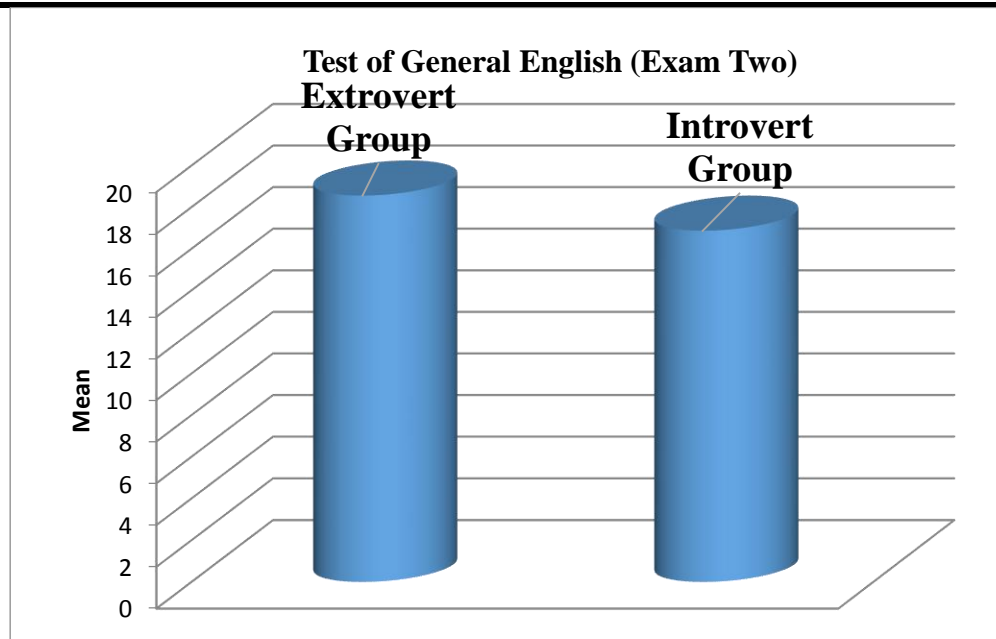


Fig.4.2: Extroverted vs. Introverted Teachers' Scores on the Second Test

Figure 4.2 indicates that there is a significant difference. As illustrated in above-mentioned graph, the extroverted and introverted teachers are not the same and it is shown by different Latin alphabet. It means that the students whose teachers are extroverted get better scores than introverted teacher.

Table.4.4: Wilcoxon Test of Two Related Samples (Introverted, exam1 vs. exam 2)

Introverted(Descriptive)	N	Mean Rank	Sum of Ranks
exam1 vs. exam2			
Negative Ranks	10 ^a	14.50	145.00
Positive Ranks	18 ^b	14.50	261.00
Ties	2 ^c		
Total	30		

Introverted

VAR00005 -
VAR00004

Z

-1.382^a

Asymp. Sig. (2-tailed)

.167

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Table 4.4 shows that the positive ranks difference with negative ranks. However, the Wilcoxon test can show the significant difference. Since the significant level is greater than $p < 0.05$, the difference between two exams in introverted teachers is not significant.

Table.4.5: Wilcoxon test of Two Related Samples (Extroverted, exam 1 vs. exam 2)

Extroverted(Descriptive statistics)	N	Mean Rank	Sum of Ranks
Score 1 vs. Score 2 -			
Negative Ranks	2 ^a	3.50	7.00
Positive Ranks	27 ^b	15.85	428.00

Ties	1 ^c
Total	30
a. sco2exr < scor1ex	
b. sco2exr > scor1ex	
c. sco2exr = scor1ex	
Extroverted	sco2exr - scor1ex
Z	-4.582 ^a
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Table 4.5 shows that the positive ranks difference with negative ranks. However, the Wilcoxon test can show the significant difference. Since the significant level is less than 0.05, the difference between two exams in extroverted teachers is significant. It means that the scores of the students in the second exam with extroverted teachers are more significantly than the scores of the students with introverted teachers.

4.2 Discussion

Discussion of the findings focuses on answering the research questions to accept or reject the null hypotheses. Three research questions and their answers are as follow:

RQ 1: Does the students' general English achievement enhance with extroverted English teachers?

In order to answer the first research question, the researcher compared the participants' scores in the first and second exam. The first exam was conducted at the end of the last year to show the development of students in English language and the scores of two groups of the students are at the same level in the first exam and there is no significant difference between them and the second exam was held at the end of this year which showed that there was a significant difference between the scores of the students who were taught by extrovert teachers.

After analyzing data through the software "SPSS", version 17, the results obtained from the descriptive and inferential score showed that the mean of the initial scores and secondary scores are not the same and only one score did not change. Furthermore, the inferential statistics show that there is a significant difference between the average of initial and secondary scores of students with extrovert teachers. It means that the scores of the students with extrovert teachers are more than the scores of the students with introvert teachers.

The present study confirms the findings of Mall-Amiri and Jalili (2015) who tried to investigate the difference between extroverts and introvert EFL Teachers' classroom management. This study revealed a significant difference between extrovert and introvert EFL teachers' classroom management. It is found out that extrovert EFL teachers are better than introvert teachers at managing adult EFL learners' classes and the students who were taught by extroverted are better than introvert teachers.

The present study also confirms the findings of previous studies. Binti (2014) who showed that the personality type affects academic and performance of the students and also there is a relationship between academic achievement and personality performance of the students. The mean value was calculated to determine the personality types of a teacher as a person. This study confirms this study that teachers' personality (extrovert) affect students' scores. The review of related research and present results clearly highlight that personality is a more important predictor of teacher effectiveness than cognitive dimension; especially when the personality of a teacher is extrovert.

RQ 2: Does the students' general English achievement enhance with introverted English teachers?

In answering the second question of the study, the average of initial scores and secondary scores with introvert teachers investigated which the distribution of initial scores and secondary scores with extrovert teacher is not the same and one score did not change. The statistics value showed that there is a significant difference between the average of initial and secondary scores of students with introvert teachers. It means that introvert teachers have affected the students' scores. The present study is against in what was told by Hemmatnezhad, Jahandar, and Khodabandehlou (2014) who stated the role of individual differences in terms of extraversion vs. introversion on writing ability of EFL

learners which cannot have any effect on students writing ability in learning a language. In this study introversion is a tendency to lower level of extroversion. Eysenck and Eysenck (1975) agree with the results of introversion is a tendency that introvert teachers had more effects on students' scores and pupil scored maximum scores subjects taught by the teachers who were introvert.

This study is also in agreement with Williams (1992), who has shown that gifted students consists of students who are introvert, where they are more likely to study alone than learning in groups. The current study is in against the findings of Eysenck and Cookson (1961) who has made a study of students in primary schools in Staffordshire, and they found that students who have high intelligence are extrovert. Primary school students were more extrovert and able to acquire academic achievement.

RQ 3: Is there any significant difference between the students who are taught by extroverted or introverted English teachers?

The researcher investigated the mean of the second scores with introvert and extrovert teachers who were the first scores of extrovert and introvert teachers are not normal. The results of non-parametric Mann-Whitney U Test presented is showed that extrovert and introvert teachers have a significant difference and with regard to mean ranks the researcher identified that the mean scores of the students in secondary exam with extrovert teachers are more significantly than the mean scores of students with introvert teachers.

Our findings are in contrast with what was revealed by Mall-Amiri and Nakhaie (2013) in which they focused on the difference between English as a foreign language (EFL) introvert and extrovert learners regarding their reading and listening abilities test. The 108 homogeneous participants who scored one standard of performing reading and listening tasks, an independent t-test and a Mann-Whitney U test were run as the assumptions for a MANOVA were violated. The results indicated that introverts perform significantly better in listening tasks than extrovert.

The answer of this question is related to what was investigated by Alibakhshi (2011) which showed the impact of personality on Iranian English teachers' teaching activities preferences and their teaching efficacy. Analyzing the data through two-way ANOVA, he indicated that Extroverts and introverts were predominant personality types among Iranian EFL teachers.

V. CONCLUSION

This study began with the assumption that teachers' personality could affect the Iranian senior EFL learners' general English achievement. Thirty teachers and 75 students from 15 schools have been selected. Two test scores of the students were collected and matched with the teachers' personality types. By administering Personality tests of the 30 teachers, it was found that 15 people each type personality. Having administered non-parametric statistics, Mann-Whitney and Wilcoxon tests were used to analyze data through specific descriptive and inferential statistics, the researchers found the following results:

- a) The results show that there is a significant difference between the average of initial and secondary scores of students with extrovert teachers.
- b) Moreover, the findings of Wilcoxon Signed rank test shows that there is not a significant difference between the average of initial and secondary scores of students with introvert teachers.
- c) Finally, the researcher found that that the mean scores of the students in secondary exam with extrovert and introvert teachers have a significant difference and with regard to mean ranks the researcher identified that the mean scores of the students in secondary exam with extrovert teachers are more significantly than the mean scores of students with introvert teachers.

The results of the present study can guide educators and researchers to continue exploring the way personality and attitude can affect the performance of teachers and students in classroom regarding different aspects of education. Despite of its limitations, this study contributes to the growing body of literature on personality, attitude, and teaching success of English teachers in major ways. The findings of the aware of personality and attitude differences helps employers and educational authorities to know the teachers better and to place them in positions where they will probably succeed and meet the needs of their audience.

The analysis of the collected data revealed that extrovert teachers are better classroom English managers and they can help student to improve their general English achievement. Extrovert teachers due to having social interaction, perform a better relationship with students. Extrovert teachers apply students-center courses and introvert teachers apply teacher-center courses. On the other hand, extrovert teachers try to increase learners' autonomy, they are more creative, active and energetic, convey their enthusiasm to the learners, have more lively classes, have more group work, engage learners in class activities, and are aware of every event in their

classes with extrovert teachers were more active, and lively; in those classes teachers were enthusiast to the topics and as a whole to the teaching, and conveyed their enthusiasm to their students. So in extrovert teachers' classes mostly there was joy among students and they were interested in the context and class activities, as a result they enjoy learning a foreign language.

First of all, it is essential for teachers to be aware of their personality trait to understand themselves and their roles in teaching-learning process. Then they can take advantage of observing extrovert teachers' classes and discuss after classes about the techniques they used and try to apply successful ones in their teaching. Also whenever introvert teachers face a problem, they can ask their extrovert colleagues for their help and guidance. It could be beneficial for teachers to try to pretend as an extrovert teacher and replicate their techniques in classroom management namely being active, alive, sociable, preferring group works, having satisfactory teacher-student relationship, transferring their eager to students, and creating a friendly, safe, and positive learning environment to improve students' learning.

Based on the research findings, this study gives the following implications and some ideas to EFL learners and teachers. The findings of this study suggested that teachers' personality had significant contributions to language learners' proficiency. The findings of this study contribute teachers. (a) To develop and transfer acceptable norms and practices in the society such as sincerity, personality humility, courtesy and wisdom to teeming secondary school students, (b) To develop teachers' belief and self-confidence. Significance of teachers' personality to secondary school education, (c) To develop coping skills for criticisms, (d) To build academic and discipline tones of the school, and (e) To project higher academic achievement in school to prepare the students for the future.

Teachers can achieve this aim of generating students' motivation through implementing various strategies. First, teachers should enhance learners' values and attitudes toward the language, including their intrinsic, intercultural, and instrumental values. Generating learners' interest and enjoyment to study is a key issue here. Teachers should help students realize that there are various ways to achieve success in the learning process and encourage each learner to find his/her distinct ways of learning should know how to whet the students' appetite and attract their attention to learn the language implications for syllabus designers when the importance of teachers' personality in effective teaching is crystal clear and the teachers' personality trait is proved to affect general English achievement indubitably

reconsideration of teachers' training courses would be essential.

Syllabus designers and administrators should design the program in which extrovert teachers are asked to have more demos and presentation in those sessions to model good classroom management and hence assist introvert ones. Teaching some classroom management skills to teachers in pre service training courses is essential, but it cannot prepare teachers completely for all the challenges they will face in their classes. Therefore, alongside pre service training courses, it is beneficial that administrators and syllabus designers design in service training courses and program this may include the observation of other extrovert teachers, providing conferences and meeting in which teachers could explain their problems and extrovert colleagues could share their experiences.

The same research can be done with more participants and a more representative sample in the same city and also other Iranian cities in order to make a wide generalization of the results. The same research can also be among English teachers teaching at Iranian public schools as the present research study has years of experience and gender have not been taken in to consideration so other researchers are demanded to consider these factors in similar studies.

This study can also be done by other instruments of data gathering such as interview, observation, and many others. Suggestions for future research every scientific inquiry opens new directions for further research. Some of the parameters by which research in this domain may be continued are as follows: First other researchers' interested in the interplay between EFL teachers' personality traits and feedback profile can carry out more research projects to delve into this matter in formal as well as informal language education contexts. Second, teachers' pedagogical effectiveness may be a factor affecting and of course, being affected by their choice of feedback, which may be interesting topic for further research. Moreover, futures studies could be done on female gender and also on more participants. The time allotted to the studies in the future must be enough to reach reliable conclusions.

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